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The Extra Curricular Magazine

for—

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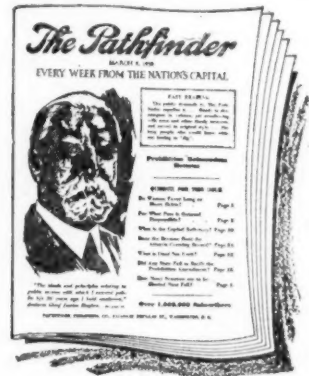
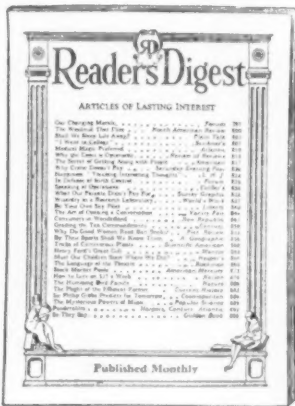
Coaches

Student Leaders

PUBLISHED BY THE
SCHOOL ACTIVITIES PUBLISHING CO.
1212 West 13th Street
TOPEKA, KANSAS

MAGAZINES

Our Convenient Club Plan saves both Time and Money



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School Activities Magazine

1212 West 13th Street

TOPEKA, KANSAS

SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

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As the Editor Sees It—

I can vouch for the pleasure that comes from personal acquaintance with Dr. James Naismith, author of basketball. It is interesting, too, to hear him tell how the game came about. At the age of 29, when he was a teacher of physical education at Springfield, Mass., Dr. Naismith found a solution for a problem given him some time previously by his dean. That problem was to discover or invent an indoor game with some of the valuable features of football, baseball, and hockey. Though first played with peach baskets for goals, our present basketball was the result of his experimentation and study.

In many of our secondary schools the whole program of extra curricular activities consists of parties, interscholastic athletics, and school plays. These three types of activity exist with the endorsement of tradition, but their beginnings may be traced directly to a need for funds or to a necessity for compromise with disinterested or non-conforming students. Yes, we still have many such high schools, but their number is diminishing; and it may be said that in the typical American secondary school, students, not subjects, are being taught.

School entertainments seem less and less able to compete successfully with professionally made attractions of radio, theater and sport. By ineffective advertising or none at all, schools allow people to overlook the pleasure offered in entertainment at the hands of neighbors, relatives, and friends. Here is a challenge to the school and an opportunity for an advertising or publicity club.

What of the fact that the alumni will be at home during the Holidays? Will there be a game, a play, or a party for them?

It's Smart to Be Thrifty.

Let's get students down to the simple life this winter. Let's develop a sentiment against big class dues, expensive yearbooks, showy uniforms—those burdens which the majority of students cannot afford. Let's have a public pressure which will make over-dressed girls feel out of place. The wise executive will be a leader in putting all things on a less ostentatious basis—inexpensive pins, light refreshments and reasonable economy consistent with an unbroken program of school activities.

Among the unnecessary noises that interfere with amateur programs and performances is the rustling of programs. Have your programs made small and notice the difference in the noise they make.

Speaking of the government in business, can a school afford to sell magazine subscriptions in competition with the local news dealer? The activities of several publishing houses bring that question directly to schools regularly each year. Some schools say, "Yes, we need the money, the training in salesmanship is worth while to students, and it has been done here for years." Others dismiss the matter with, "It involves a policy that is fundamentally unsound." Of course, local conditions should be considered, but somehow the shorter answer has the greater appeal.

NEXT MONTH

And in Subsequent Issues:

A Community High School Commencement Program, by John Lienhard.

Why Our School Should Get Out an Annual, by R. R. Maplesden.

Social Life in High School, by Jacob G. Franz.

The Boy with the Bagpipe—a play in one act, by Marilouise Metcalfe Isom.

The New License—a monolog, by Mildred Rieman Lennard.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans, and Feature Articles in the Field of Extra Curricular Activities.

FOUR THOUGHTS FOR THE HOMEROOM TEACHER.¹

HAROLD D. MEYER.
University of North Carolina.

As school life grows more complex the homeroom becomes more effective as a means of personal touch. It is the salvation of the individual pupil, throwing him constantly into compulsory processes of socialization. It is literally the home of the pupil in the school world and can function as does the wholesome and intelligent home in social life. Here the teacher and pupil can know each other. Through this unit the pupil can express personality and strive for individual interpretations. The teacher, through the homeroom, better understands each pupil. Since it is the smallest group unit of the school system, there is every possibility for the most effective interpretations of pedagogy.

In two articles published in recent issues of *SCHOOL ACTIVITIES*, attention has been given to general objectives and organization suggestions.² It is the purpose of this article to present four specific plans for good homeroom procedure.

I. ALL-SCHOOL PROGRAM.

It is absolutely essential to a directed and properly functioning homeroom program that attention be given to a well-correlated and coördinated program throughout the scholastic year throughout all the grades involved. The program must carry on through each grade without overlapping, repetition and lack of specific purpose. A program must add something new and vital of interest to each group as it marches on through the curriculum. Undoubtedly the chief reason homerooms do not function is lack of something to do. The all-school program definitely places into the hands of each teacher her plans for the scholastic year. In "Home Rooms"³ the authors present programs for eighth, ninth, tenth, and eleventh grades. In the eighth they suggest using the thought for the year, "Charm in the Home"; the ninth grade develops the theme, "How to Study"; the tenth grade works with "School Citizenship," and the eleventh grade finds inter-

est in "Avocations." A plan of this kind can be applied to junior high or elementary grades. In his "All-School Activities"⁴ Borgeson presents practical suggestions for a program in elementary grades. His outlines cover the scholastic year month by month and week by week. It is this sort of program that will bring the homeroom into a realization of the many fine objectives claimed for it. The school as a school must have a program and not each teacher left to do anything she desires with the time.

II. TIME FOR DETAILS.

It is not essential to have your program require the entire time of the period or be the "whole" of homeroom activity. The program gives a purpose that is definite in character. But the homeroom should have time for unexpected and intimate affairs, many of them appearing trivial on the surface but of real consequence to the individual concerned. This is the place and opportunity where the individual and group can speak fully, ask questions and discuss matters of common interest. This is the opportunity for the individual and group to obtain understanding, build attitudes, and promote adaptations. A definite time should be allotted for these points. Merely the set program will be "just another class or another program." There must be a time for administrative routine, explanation of schedule and curriculum, personal guidance, opportunity to *know* each other. The homeroom can provide an outlet for emotions, the stressing of hobbies and the settling of points at issue. Here lasting characteristics and indelible impressions are made, personality unfolds, and the real self can find expression. Do not permit your plan to be inflexible. Anything that arises is the order of the day—the more pertinent, the more impressive and valuable. Use every opportunity to talk about student interests informally. The program and this detailed plan should be as informal as the situation and condition will allow.

III. BASIS OF SCHOOL CITIZENSHIP.

After all is said and done, the local community or neighborhood is the primary and vital interest of the individual in the democracy. The democracy is what these small units, in coöperation and integration, are. So with the school. The

1. Where the school is small in numbers the class organization answers the same purpose.

2. There have been two splendid articles on Homerooms in recent issues of *School Activities*: (a) "Home Room Activities," by Evan E. Evans, February, 1931; (b) "How I Attack a Homeroom," by Robert E. Woodward, September, 1931.

3. "Home Rooms," Evans and Hallman, *The Extra Curricular Library*.

4. "All School Activities," Borgeson, *The Extra Curricular Library*, Ch. III.

homeroom being the smallest group unit is the basis of pupil participation in school government. Here the individual is a part of the small group that in turn makes the large group a going concern. He feels that this organization is his very own. The homeroom can unify your student body on all matters of school life. Too, there is the opportunity for unit representation from homeroom to the student council. The plan gives the small unit a voice, a part in school government. Then, there is the reverse effectiveness in using the small unit to interpret the policies and program of the large unit. Here "School Spirit," "Administrative Policy," "The Curriculum," "School Organization" and many other broad aspects can find the best of interpretation and analysis through the small unit. Create full consciousness of the potential values here and drill them into practice for fulfilled educational advantages.

IV. GOOD BIBLIOGRAPHICAL MATERIAL.

In making plans for the homeroom, you will want to know where to find good material. While the list presented is not in any sense complete, it will be found practical and usable. Rather than give too many, attention is given to choice. If one is able to possess, read and study the materials suggested, one will find much that is worth while upon which to develop an effective homeroom program and organization.

One of the best aids in the field is the small volume "Home-Rooms," by Evans, E. E. and Hallman, M. C. Pp. 154. This volume is in the Extra Curricular Library and is a little master.

Excellent groups of homeroom manuals are those published by the Winfield High School, Winfield, Kansas; Senior High School, Tulsa, Oklahoma; and the "Manual for High Schools of Pennsylvania," Department of Public Instruction, Harrisburg, Pennsylvania.

In the "Twenty-fifth Yearbook of the National Society for the Study of Education," Part II, pp. 188-190, Mr. Prunty has some fine suggestions.

In the following volumes will be found interesting and helpful chapters:

"Extra Curricular Activities," McKown, H. C.

"A Handbook of Extra Curricular Activities," Myer, H. D.

"Extra Curricular Activities," Roemer, J. and Allen, C. C.

"Supervisory Extra Curricular Activities," Terry, Paul.

"Extra Class and Intramural Activities in the High School," Roberts, A. C. and Draper, E. M.

"Extra Curricular Activities in the High School," Foster, C. R.

In "Reading in Extra Curricular Activities," Roemer, J. and Allen, C. F., are four or five articles on the homeroom.

A volume just from press, "All-School Activities," by F. C. Borgeson, is one of the Extra Curricular Library series and is solely for elementary grades. Chapter III deals with homeroom practices. This volume sells for one dollar.

The books to which the above article refers are on the SCHOOL ACTIVITIES BOOK SHELF and may be ordered from this magazine.

WATCH YOUR PENNIES.

"Here's a quarter, Tommy. Slip down during study hour, and get a roll of crepe paper and some thumb tacks for the exhibit."

How easy it is to say that! Most teachers, however hard pressed financially, have change in their purses; and the natural inclination is to pay for this or that little item needed in school affairs, for plays, in club work, and so on.

For two reasons, the teacher should not pay these bills, however small. First, she needs every cent she can muster for further education, for professional books and magazines, and for the tools of her trade, whatever they be.

In the second place, it is much more business-like to have such purchases made in a business-like way, either by requisition from the school board, or through a committee and charged to expense. Young folks trained to plan purchases, make them according to plan, and see that the bills are paid, will learn to be business-like. It is just a piece of practical education you can't afford to pass up.

NO TIME TO QUIT.

There's a time to part and a time to meet,
There's a time to sleep and a time to eat,
There's a time to work and a time to play,
There's a time to sing and a time to pray;
There's a time that's glad and a time
that's blue,
There's a time to plan and a time to do,
There's a time to grin and to show your
grit—

But there never was a time to quit.

—Spanish River News.

FINANCIAL SECURITY IN ATHLETICS.

By F. A. THOMAS,

Executive Secretary of the Kansas State High School Athletic Association.

"The only road, the sure road, to unquestioned credit and a sound financial condition is the exact and punctual fulfillment of every pecuniary obligation, public and private, according to its letter and spirit."

Rutherford B. Hayes, former president of the United States, is credited with the above quotation and it is particularly applicable to schools in their business relations, especially those of the athletic departments.

The matter of financing school athletics is receiving more attention from principals, coaches, and athletic goods distributors than ever before and it might be well to consider some of the unsound practices charged against the athletic departments of our schools, and also those which are not only right and proper but which are necessary in order that schools may secure and maintain credit and establish their athletic programs on a firm and secure basis.

PRACTICES TO BE AVOIDED.

No school administration can afford to have the reputation of not paying its bills or of contracting for athletic equipment for which it makes no arrangements to pay. It is unfortunate that the athletic departments of a few of our schools are lax in meeting their bills and are cited as examples of institutions maintained on bad principles of business. Frequently coaches are permitted to buy equipment without any check by their administrative superiors, a practice which almost invariably leads to embarrassment. In their anxiety to produce winning teams they buy with no regard for the cost. They do not often deliberately run up bills which they cannot pay but in their enthusiasm they need a guiding hand to steer them through the rapids of financial distress. Then there are apparently those who do not mind running up a bill with an athletic goods company, going to another location the following year, and leaving the unpaid bill behind for someone else to worry about. Such men are not common but they do exist, and when their practices are found out by the companies with which they do business, their credit is soon stopped. A coach with this kind of a reputation halts his own advancement

and is eventually forced out of his profession.

The practice of buying expensive and unnecessary equipment when the school cannot afford it, coupled with a poor season or limited support places the athletic department in an embarrassing position. This condition is aggravated when a change of administration or coaching staff takes place and the successors are left to pay the debts contracted by their predecessors. A still further embarrassing situation presents itself when the incoming administration endeavors to dodge the obligation on the ground that it did not contract the debt and is therefore not obliged to pay. School men who value their position in the profession will, of course, not take such an extreme stand. If the material was purchased and delivered, and the school had the use of it, certainly the distributor is entitled to payment for the goods and no reputable school man will refuse to try to save the reputation of his school or to endeavor to work out a plan for paying the bill. In such an extreme case it is up to the company or firm which is "holding the sack" and the school administration to cooperate in formulating a plan of payment that is fair to both parties under the circumstances.

The following quotation from an article in the *Illinois High School Athlete* is pertinent to the subject under discussion: "The practice of running behind instead of ahead in financial matters is largely a matter of habit. It is usually about as easy to pay a bill when it is due as it is a month or two afterward. It is as easy to build up a slight reserve from year to year as it is to contract bills on future profits. Expenditures in the better organized systems are usually based on profits of the year before instead of the year after."

CARE OF EQUIPMENT.

Practices which should be emphasized include the proper care of equipment on hand and economical habits in general. More money is wasted each year because of improper care of equipment than through extravagant buying. The habit of taking care of what you have on hand can hardly be over-emphasized. Suits, balls, helmets, shoes and warm-up suits will all last an extra season or two if they have the proper care. Strange as it may seem, there are still schools to be found in which the suits are thrown aside, dirty and forgotten, from one practice session

to another, and in some cases from one season to another. Practices of economy not only help the school but also the distributor, because a school which employs them always has the cash to pay and can always buy the best for its athletes.

OVERSELLING.

Dealers and distributors can help by insisting that their salesmen do not oversell their customers. Good will is best established by giving sound and reasonable advice and assisting in seeing that the school's purchases are made in accordance with its ability to pay. New and inexperienced coaches are often easily led to believe that they must have the best that money can buy and plenty of it in order to turn out winning teams. The frills in athletic equipment have never been known to produce touchdowns or shoot baskets, but it is difficult to make a coach believe this after he has attended a coaching school where a high-powered and high-pressure coach has exhorted on the necessity of buying certain equipment upon which a certain name is stamped—his interest being primarily in the royalty he is to receive. On the other hand we have plenty of examples of schools which have always produced teams of high standard and whose bills for equipment are contracted according to a sane and reasonable program in keeping with good taste. It is needless to state that these schools usually need not worry about meeting their bills.

CO-OPERATION.

The state high school athletic associations and the National Federation have led a campaign for reasonable prices of athletic goods and on most items there has been a revision of prices. At the same time these organizations have protected and coöperated with the legitimate dealers in the distribution of athletic commodities. There is a splendid opportunity at the present time for the schools and distributors to work in harmony and coöperation. The dealers can win the support of the schools by using proper selling methods and the schools can establish their credit with the dealers by careful buying, proper care of their equipment, and the prompt payment of bills. Schools can never expect to get the advantage of better prices if a certain percentage of them do not pay their bills. The fellow who is good pay will in the long run have to stand a little extra tariff in order to

make up for his delinquent brother. If every obligation is met our arguments for the best possible prices in keeping with legitimate merchandising will carry more weight and the best possible results will be realized.

TRY THIS ON YOUR PATRONS.

To meet new conditions, resourceful school men are trying out new methods.

Here's a letter sent out recently by a small town school superintendent. The school children delivered those addressed to their parents; and other patrons received theirs through the mail. The plan submitted is being well received on all hands.

Dear Friend:

As a part of the economy program of our school, we are adopting a new policy for school functions. It is our effort to aid in solving a school, home and community problem.

The SCHOOL needs entertainment. A certain amount of good times belongs to youth. Public appearances and social contacts are a part of one's education. School activities must go on.

The HOME needs entertainment. The cost of it becomes an immense burden in some families. Unless some form of wholesome amusement is provided here at school, amusements will be sought elsewhere—and that thing, neither the home, the school, nor the community can afford.

The COMMUNITY needs entertainment. You and other citizens have paid and are still paying for a large and well-equipped auditorium and gymnasium. We believe that the building should be used in such a way as to reach and benefit us all.

We have for this winter a series of entertainments—musical, dramatic, literary and athletic. Most of these are staged by local people, with a few professional entertainers.

The costs must be met. It is the school's plan to give free tickets to all children. We hope to defray all expenses by an admission charge to adults of twenty-five cents for each program.

Many of our neighboring schools have had their student activities subsidized annually from district funds to amounts of hundreds of dollars. We have not asked for an appropriation from the district board. Our student activities fund has paid many expenses that would otherwise have fallen on parents.

This year we are undertaking good wholesome entertainment free to children, and to adults at 25c. We will put to good account any help from you.

Cordially yours,

THE SUPERINTENDENT and
THE SCHOOL.

PLAYS

LOCAL TALENT SUCCESSES
SEND FOR LIST

HARRISON-COLEGROVE
1433 Champa St., Denver, Colo.

T. N. T. OF BASKETBALL — TEAM-WORK AND NATURAL TRAINING.

By N. B. MARTIN.

(Mr. Martin is Superintendent of Schools, Rhame, North Dakota. Formerly coach of Deering School, consolidated champions of North Dakota, 1927; runner-ups in 1928 and 1929. President of The Consolidated League in 1928.)

In the thousands of games played last year there was no appreciable percentage of the players wilfully violating or attempting to violate the rules. On the American playing field there is regard for rules observance. Our republican government rests on the principle that the people who can play the game according to the rules will endure.

Athletics teach loyalty and devotion to a principle. They place a premium on honest efforts, award the man who wins. They do not glorify the man who is lazy, incompetent, or a quitter. This is important because a great deal of sympathy is being wasted these days on men who will not pay the price of success. Our athletics are more democratic than most organizations. They do not recognize creed, religion, race, or social classification. Finally, boys learn in the game to carry on when tempted to slow up or quit.

We need to keep always uppermost the meaning of sportsmanship. Sportsmanship means first of all that a player does not strive for an advantage which is denied the opponent. We call this equality of opportunity in business and social life. Players may not all be equally endowed; we can not guarantee that every one will be a winner, but we can guarantee that each will have a fair chance to do his best. Sportsmen do not boast when they win or alibi when they lose.

Basketball is a game of SPEED—SPEED in getting about the floor; SPEED in passing; SPEED in shooting; SPEED in thinking. Never forget it.

Get started FULL SPEED. A slow team will never win. The easiest time to rush most teams off their feet is in the first few minutes of the game.

Skill in catching and passing the ball is the first thing to acquire. Before you can pass a ball you must catch it. Have your fingers and thumbs well spread and your palms well cupped. Keep your eye on the ball 'til you have it.

The action of a short pass should be mainly from the fingers and the wrist and the return made with the hands in the same position as when caught. Any drawing back of the arms in prepara-

tion for passing tells your opponents what you are going to do and takes time.

A pass below the belt is hard to handle. Hit the shirt. Long passes, if you use them, should be head high or higher. Don't drive a ball hard at a team-mate who is close to you. He can't catch it. Make allowance for your team-mate's speed. Pass ahead of him.

Beware of lob passes, easy arched. They will be intercepted nine times out of ten. Many weak teams use this pass a great deal. It is easy to break up.

Go to meet the pass. This is a cardinal principle in basketball. You are no good behind your guard. Lose him, dart, dodge, change your pace, cut in front of him. Never stand still and wait for a pass. Move! Move! Move!

NEW ITEMS ON THE BOOK SHELF.

For the information and convenience of its readers, SCHOOL ACTIVITIES lists the following new books on its "Book Shelf," pages 22-23:

"All-School Activities," by F. C. Borgeson.

"Dramatics," by Pearle Lecompte.

"Extra Curricular Activities," by Elbert K. Fretwell.

"Group Interest Activities," by F. C. Borgeson.

"My Basket-ball Bible," by Forrest C. Allen.

"Team Play in Basketball," by J. Craig Ruby.

"The Psychology of Coaching," by Coleman R. Griffith.

"The Science of Basket Ball," by Walter E. Meanwell.

"The Technique of Basket-Ball Officiating," by James R. Nichols.

FOOTBALLS AND POWDER PUFFS.

A Christmas play, by Anna Manley Galt. 4 men, 5 women. Plays about 30 minutes. Particularly suited to Girl Reserve and Hi-Y production. It is the story of a Christmas box. The boys and girls vote not to send a box this year. Later all are ashamed and each one sends a box of his own, so all ends well. Price, 15 cents. (No royalty.) Published by SCHOOL ACTIVITIES.

CREATIVE MUSIC AND THE BAD BOY.

ALICE FELLOWS.

What can creative music do for the "bad" boy and the dull boy? We have boys whose chronological age is eighteen, but whose mental age may be six, or seven, or nine. They can't learn this, and they can't learn that; but they can do things with their hands.

They sat there, at first, and looked at me with dull disinterested eyes; but when I began to play several little folk-songs on a marimba, they arose; slowly they gathered around. Finally, they became so interested that they dared to say aloud, "How do you do it?" "Where did you get it?" "What is this long stick?"

"Would you like to make one?" I asked, and for their "Yes, yes!" I had the wood right outside the door. Soon those boys were all over the table, all over the walls, all over everything. The noise was terrific. But finally, we were able to give an exhibit. Only four or five of this group had been able to come through with a completed marimba. They could do nothing together; there was no feeling of coöperation among these retarded boys. But George, a negro boy who had been a trial all through his school career, fell to this marimba work like a professional. At the exhibit, he played "Long, Long Ago" with startling effect.

There was another boy in this group who had always been very moody. He was sullen and alone; he could not do anything with the other children. When he saw George's marimba, he must have gone home with the idea that, in a marimba, it was the size and shape of the thing that counted. One morning, he came to school proudly bearing a marimba he had made. They called me from my classroom, and when I got there, they all gathered around for me to play it. It had no tune at all, but I played it and said nothing. "You can't play on it," said George scornfully, but I said, "What of it? We can tune it." Then I took the maker and the marimba to show all the teachers what he had made by himself. Nor was I greatly concerned that after we did manage to tune it, it came out a fourth of an octave above all the others. It could not be played in the group work, but he could play it alone.

There were other boys in another school "so shiftless," the teachers said, "that they can hardly be kept in school." William, in particular, was a very dirty, beau-

tiful boy, whose inch-long finger-nails were never cleaned, and who could with difficulty be persuaded to wash his face. But he had a magnificent ear, and when he made a marimba, I taught him how to play it. One morning, a few days later, he sent word that he was staying at home to wash and iron his shirt. That does sound funny, but it did not to us; it meant that William was finding himself. He was getting ready to take his part in the creative music demonstration.

Then, there were the very bad ones. Clark had been a problem from the first grade up; he was now in the sixth grade. From the very beginning, he took a deep interest in the work. Once, when we were assembling jugs to make a Chinese King, we lacked one note; we just couldn't get number five. Clark went all over town, buying cider jugs, until he found the right tone. At the exhibit, he announced to the audience, "And I made the Chinese drum that went with the King, and it is on the table." If you were to see that boy today you would not think him a problem. He is not, in fact, the same boy, and the change began with the Chinese King.

In connection with this interest in Chinese music, this group made little Chinese paper pictures, and so filled the spaces with beautiful and confusing forms that we were amazed. They wrote a play which they called, "Christmas in a Chinese Home," and later a travelogue, taking their travelers from country to country. And these experiences were touched off by finding music in a jug!

In another school, flower pots had been tuned and little melodies written for them. When this group heard about the demonstration, they asked if they might contribute a song played on the flower pots. When they had done so, some one suggested translating it into Chinese so that it could fit into the play. They made friends with the laundryman—at whom they had been throwing stones all year—and got him to translate the song into Chinese. They persuaded the manager of the Chinese restaurant to write the Chinese symbols for the notes.

The principal of that school said to me, "When you first came, those children were so low in arithmetic that they made only three and four in their self-testing exercises. Now they measure seven and eight, and there are three in the group who have made as high as twelve. Would you think

that creative music could make a boy better in arithmetic?"

Donald, a big fat boy, in another school, with three or four faithful satellites, had been an unmitigated nuisance. He and his henchmen just did not think that what the teachers were teaching was worthwhile. He was called "Great Chief" by his followers. When he became interested in music, he took charge of the whole group. They sing their original songs, and he orders them about with "do this!" or "Don't do that!" or "Go down and help the principal!" He is still Great Chief, and those boys are still running the school—but in a very different way. Two of his followers found they could paint, and created a lovely screen, which now hangs in decorative panels in the spaces between the school windows. We have found that creative music is pretty good for "bad" boys.—*Progressive Education*.

SEVEN RULES ON PUBLIC SPEAKING.

(Reprinted by request)

1. *Be prepared.* Don't worry. Work. Read, think, jot down ideas. Reorganize. Eliminate. Offer no apologies; have none to offer. For the sake of safety, carry with you small cards bearing a simple outline.

2. *Use detail.* "Some people," "almost everyone," "someone," "for some reason," and "some time" are characteristics of tiresome, ineffective speech. Such words and expressions give hazy, fuzzy, mental pictures—if any. Use illustrations. Tell definitely what you have on your mind. Don't speak in a general way.

3. *Practice.* Nothing else will give ease, grace, and power. Imagine the spectacle of the basketball player who has never practiced or of the musician who has only thought over what he is going to play. Accept every invitation you are given to speak in public. You are fortunate when you have an audience bound by rules of common courtesy to permit you to practice.

4. *Get criticism.* Applause may testify either to the excellence of your speech or to the sympathy of your audience. Compliments may mean that those who give them really admire your speech or that they admire the speaker and court his good will. It is the cold blooded critic who can help. Have a confederate stationed in the audience—a confederate whose only prejudice comes from a desire to give you the truth. Such help is sometimes hard

to find, and many a would-be speaker fails because of the lack of it.

5. *Talk to the audience—not at it.* Memorized speeches, and more particularly those half memorized, encourage the common blunder of looking back into the mind for something needed. Have a glance for each of numerous faces over the audience. There you will see expressions that will indicate your progress in getting the interest of your hearers. Remember that talking to a group is not greatly unlike talking to an individual.

6. *Be pleasant.* Your introduction should give you a favorable start. Hold that favor. Talk about things in which your hearers are interested. Avoid overuse of "I" or, worse yet, "I think." Speak of things pleasant. When unpleasant ideas must be mentioned or referred to, express hope for the coming of something better. Make yourself a pleasure to look at, to listen to, and to believe.

7. *Speak briefly.* Most addresses of all kinds are too long. Beginning speakers almost invariably choose too broad a subject or fail to make a sufficiently pointed attack upon the subject assigned. Bring your speech to a close while the audience is still enjoying it.

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Position.....

A CHRISTMAS SKETCH.

Time—About twenty-five minutes.

CHARACTERS.

COMMUNITY SPIRIT—Dressed in white robe and head drape with a flower-decorated crown bearing the words "Community Spirit." The crown is very much askew and the flowers drooping and awry. Club programs and telephone directories are pinned all over her.

CHRISTMAS SPIRIT—Dressed very much like Community Spirit. She is draped with tinsel and hung with Christmas bells and wreaths. Her crown is also much awry with tinsel half off and star looped sideways.

(Enter Community Spirit. She carries a heavy basket and drags herself in with utter weariness. Dropping into a chair she groans and sighs with a great show of fatigue.)

COMMUNITY SPIRIT (speaks hollowly and slowly; groans frequently): Oh, I'm so tired—so tired! Community Spirit! What a name! I'm not a spirit. I'm a poor old worn-out ghost. (Moans.)

(Enter Christmas Spirit carrying basket. Does not at first see Community Spirit. Speaks in same hollow, disillusioned voice with moans and fluttering evidences of nervous hysteria and fatigue.)

CHRISTMAS SPIRIT: Same old drag. How can I ever stand it? Christmas only a few weeks away and I am worn out already. (Community Spirit groans. Christmas Spirit starts nervously. Spies Community Spirit.) Well, who on earth is this poor soul?

COMMUNITY SPIRIT: Soul? Don't call me a soul. I'm supposed to be a spirit. (With irony.) Community Spirit, if you please! But look at me. Do I look spirited?

CHRISTMAS SPIRIT: Sister, let us mourn together. I, too, am supposed to be a spirit. Christmas Spirit. Look at me—tinsel and gauds cover me. Same old Merry Christmas chatter. Mad rush to buy this and make that. Over-burdened mail clerks handling hollow greetings that aggregate tons in mail sacks! It's hideous! (Voice raises shrilly.) I *can't* go through it again!

COMMUNITY SPIRIT: I know about you. I'm sure we've met before. Community

Spirit meets most of them in one period of excitement or another. But sister, your job is not so bad as mine. I'm supposed to be big and fine and smiling and broad-minded for twelve months every year. You need only be gay for one month. Look at this stuff. (Holds up basket.) Telephone directories! My left ear is nothing but a flattened curlique from so much telephoning. Look at these Extension bulletins. I handle millions of them from Methods of Making Sauer Kraut to Creating Artistic Flower Holders out of Pickle Bottles. I hand out bulletins and give demonstrations every day. I must be sweet and serene and gracious. I have to stand and shout at those chattering women by the hour. My feet hurt so from standing to give talks and preparing refreshments that I can hardly be civil. Did you ever have fallen arches? (Groans.)

CHRISTMAS SPIRIT: Fallen arches! My feet ache so from running from one Christmas program and party to another that I can't wear anything but house slippers. Every Christmas I am bruised and bleeding in a hundred places where foolish people have hurled useless and unwelcome gifts and silly greetings at me. After Christmas I am literally covered with empty purses and bills that angry people heap upon my head. It's *ghastly*. (Moans break out anew.)

COMMUNITY SPIRIT: Ghostly, sister, ghostly. We're supposed to be spirits but spirits are living things. We're dead! Dead as ghosts! Feel that. (Hands over sack of small rocks.)

CHRISTMAS SPIRIT (in surprise): It's hard!

COMMUNITY SPIRIT: Hard, well rather. That's from only one community. I've sacks and sacks of them at home.

CHRISTMAS SPIRIT: What are they, Community Spirit?

COMMUNITY SPIRIT: Hard feelings. It's the duty of Community Spirit to soften them. (Moans wearily.)

CHRISTMAS SPIRIT: Yes, I've a lot of that to do, too. Here's a box of family quarrels. I have to bury them every Christmas only to find that the families go and dig them up again the very next day. (Peering in Community Spirit's basket.) What's that bundle of things?

COMMUNITY SPIRIT (holds up bundle of sticks of various lengths and sizes): Those? They are differences of opinion. No two alike. They're hard, too—and

brittle. They have to be handled with gloves on. It's my job to grow them over into one likeness. Impossible, I tell you, it's impossible.

CHRISTMAS SPIRIT: Poor over-burdened Community Spirit. (Moans commiseratingly.)

COMMUNITY SPIRIT: And see this. (Holds up gauze bandages and a huge bottle of iodine.)

CHRISTMAS SPIRIT (quickly): Ah, I recognize them—for injured feelings. I carry a large supply with me always.

COMMUNITY SPIRIT: And lists! Picnic lists, committee lists, membership lists, demonstration lists, bulletin lists—(pauses to moan wearily.)

CHRISTMAS SPIRIT (interrupting with a hysterical moan): Lists? Sister, you don't know the A.B.C. of lists. Nine hundred and ninety-nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine gift lists, dinner guest lists, party lists, shopping lists, charity lists, what-to-buy-for-men lists, greeting card lists, lists that are listed, lists that aren't listed, lists till we're listless. (Falls back exhausted.)

COMMUNITY SPIRIT: Ah, Christmas Spirit, we understand one another perfectly. We are spirits in torment.

CHRISTMAS SPIRIT: Yes, and we're not alone in our torment. The whole Spirit Business seems to be going on the rocks. I met the Spirit of Service the other day and she was simply exhausted. They're working her into the whirl of modern business and she does everything from washing windshields at oil stations to giving "Free shines with the purchase of every box of shoe polish."

(They groan mournfully and say "ts-ts-ts-ts!")

COMMUNITY SPIRIT: The Spirit of Fun is in a bad way, too. The people of today have lost their ability to find her without theater tickets, expensive cars, boat fares, jazz music and rich food. She says she is simply starving for fresh air and simple food.

CHRISTMAS SPIRIT: The Spirit of Youth gets a lot of hard knocks these days. The older generation seems to think it is going to the bow-wows, and so that once sprightly spirit has put on the most unbecoming armor of defiance.

COMMUNITY SPIRIT: It's a hard world and a hard life for spirits! Many a mortal has consigned *me*—*Community Spirit*

—to the eternal flames and brutally told me to go to regions of darkness.

CHRISTMAS SPIRIT: Alas, me too. Many a mortal I've heard muttering stormily, "To the inferno with Christmas Spirit."

COMMUNITY SPIRIT: Christmas Spirit, I challenge you. Let us away to the regions below, to the appointed place for spirits.

TOGETHER: To the Infernal Regions and Darkness! (They pledge with uplifted hands and strike attitudes of defiance. Then the strains of "Silent Night" or some other lovely old familiar Christmas carol are heard off stage. A phonograph serves admirably here. The pantomime acted by the two rebellious Spirits here must be carefully worked out. From attitudes of defiance they fall into attitudes of listening. As the music continues through two or three stanzas the Spirits lose a little of their dejection. Chests come up, heads are lifted. Community Spirit experiences a slump, shakes her head and again sinks dispiritedly into her chair, but the music goes on and she once more straightens herself, adjusts her crown, and evidences real joy in the music. Christmas Spirit adjusts the tinsel on her robe, she removes her crown and rearranges the tinsel, fastens the star in proper place and as she arranges the contents of her basket she speaks in a meditative voice.)

CHRISTMAS SPIRIT (slowly): Little cripple Tom Wilson—he is absolutely sure Santa Claus is going to take him to the big city hospital to get his leg straightened. That hard-headed group of business men had almost promised to put up the money. . . . No one but Christmas Spirit can put it across. . . . I really ought not to go until that's settled. . . . There are many other things to do, too.

COMMUNITY SPIRIT (thoughtfully): The Coyote County Community Club have their new community club house almost done. . . . I should stay and be present at the dedication. . . . They've worked so hard. . . . Then there's Little Gulch and Midvale and . . . I certainly can't leave now.

CHRISTMAS SPIRIT: How lovely those old carols sound on Christmas eve. Vast city cathedrals, bare country churches, humble missions—all pealing forth glad praise to the Babe of Bethlehem. How the children's eyes shine as they gather

about the tree. Bright tinsel—bells—holly—mistletoe—laughter—cheer—warmth—the young people. Bless me! How their light hearts dance in response to the atmosphere of gaiety. Sometimes I creep into their hearts and send them about singing those old carols.

COMMUNITY SPIRIT: Last year fourteen young people from Centerdale piled into an old bob-sled and drove from one farm house to another singing carols and jolly old songs. How their fresh young voices rang and how happy they were!

CHRISTMAS SPIRIT: Centerdale! Community Spirit, was that you that led them about the countryside. I, too, was there. But you are not the same. I did not know you today.

COMMUNITY SPIRIT: Nor I, you. Then you were laughing and lovely. You sang happily with the young people. (Reminiscently.) You were beautiful with snow on your hair.

CHRISTMAS SPIRIT: And you—you were the life of the party with your wit and good fellowship.

(Both move restlessly. Suddenly burst into hearty laughter and shake accusing fingers at one another.)

CHRISTMAS SPIRIT (breathless from laughter): What a wicked pair of old ghosts we've been!

COMMUNITY SPIRIT: Haven't we! Two old witches couldn't have done any worse than we. Well, I'm glad no one else heard us. (Laughs heartily.)

CHRISTMAS SPIRIT: I suppose everyone has to experience a little discouragement now and then, but it frightens me to think how nearly disastrous our slump was. Sister, you could no more leave all these people we love than I could.

COMMUNITY SPIRIT: No, I couldn't. No doubt people could get on without me, but I couldn't without them. And surely no one could get on without you.

CHRISTMAS SPIRIT: We're *all* needed. Human beings, Community Spirit and Christmas Spirit. What a gorgeous time

we can have together. Throw away your hard feelings and differences of opinion. Let us leave behind our first aid to injured feelings. See (holds out basket) I have the material for other gifts in my basket. Light hearts, shining eyes of children, family feasts, holy worship and Christmas cheer.

COMMUNITY SPIRIT: Yes, and I have fun, song and play, coöperation and neighborly love. Come, let us away to our joyful tasks. (Stops suddenly as if in fear.) But sister, where are we? In our hours of self-pity we have wandered far from the pleasant paths of mortals. How can we get back?

CHRISTMAS SPIRIT: That's easy. The magic charm of a cheery, merry Christmas greeting will take Christmas Spirit anywhere. Surely you, too, have some irresistible charm.

COMMUNITY SPIRIT: Indeed I have. A hearty "Howdy, neighbor" will open the door to Community Spirit at any time.

CHRISTMAS SPIRIT: Then where shall we go?

COMMUNITY SPIRIT: Consult our *lists*. (Both laugh.) Here we have it. The (name of community) is having a party (or meeting) this very minute.

CHRISTMAS SPIRIT: And it's a Christmas party. Splendid! Let's be off! (clasp hands and come to front of stage.)

COMMUNITY SPIRIT (tears off veil or mask): Howdy, neighbor!

CHRISTMAS SPIRIT (taking off mask): And a merry, merry Christmas!

(Curtain.)

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EXTRA CURRICULAR ACTIVITIES.

For years there have existed two educative forces, the formal classroom work and the informal activities of the playground and street. Some educators have attempted to bring the informal activities into closer coöperation with the school and have called them "extra-curriculum" activities. In the elementary school the tendency has been to make the out-of-class activities means for enriching the regular curriculum.

The alert principal will see in such activities as school plays, health clubs, and athletics many genuine educational opportunities. One should not permit the number of activities to become so large as to force the teachers and pupils to meet the basic courses in a hasty or superficial way. In avoiding this difficulty the principal should choose a few activities adaptable to the pupils' interest and the facilities of his school.

Borgeson studied the "school life activities" in the schools of members of the

national Department of Elementary School Principals. He found that many of the most common activities had to do with the pupil management of the home-room, the library, the assemblies, and school traffic. Current events and citizenship clubs were also very popular.

Hayes gave intensive study to the participation of students in the voluntary school group activities of a single high school. Among his conclusions are the following: (1) that voluntary group activities are most attractive to pupils of superior intelligence, (2) that the American child participates more than foreign children, and (3) that pupils from "white collar" families participate more than children from homes of trade-labor classes.

Can the principal afford to let his voluntary group activities become highly selective? Are these activities an integral part of the school's program if relatively few pupils participate? Increasing pupil participation in the "extra curriculum" activities is sometimes made by organizing the science, health, dramatic, nature, or

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other clubs in conjunction with the classes in the particular subject. In other cases an hour is allotted to club activities during which time the children go to the teacher's room where the club of their choice has been organized. Sometimes the clubs are organized around the home-rooms so that every child has an opportunity to develop his unique interests.

Those who think of the traditional school with its emphasis on the formal R's will frequently see little value in "extra curriculum" activities. But such activities *exist in some form* in every school and exercise either constructive or destructive influences. If an attitude of indifference is maintained by the administrator, then one of the most spontaneous of teaching situations is not utilized. The progressive school principal will want to study the needs of his own school, investigate the accomplishments in other schools, and then decide upon the extra-class activities which will most effectively fit into the regular school program. — *Research Bulletin of the N. E. A.*

Objectives.

GENEVRA COOK

"What do you in this place?"

I asked a pleasant girl with earnest face.
"I'm teaching school," she said,
And so passed on.

"And what do you?"

The maiden stern
Stared shocked reproof.
"I discipline the young."

"And you?"

"I draw three hundred more
This year than I did last.
Two thousand dollars—a fair salary."

"And you?"

She looked at me, all tired
With drooping eyes.
"I work too hard," she sighed,
"I'm tired all day.
It's papers—papers—papers all the
time."

And then along the hall I saw her come,
That one with eager step, whose high-born
soul

Lifted her lips and sang within her eyes.

"And you," I said—not asked—

"In school—you do—"

"I build a man," she said.

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DISCIPLINE.

Principals often report "discipline" as one of the large, time-consuming duties. Morrison found discipline to be first among the duties of principals in Ohio as to time consumed. Hampton's study showed that discipline was taking a large share of the principal's administrative time. This bulletin cannot settle the question as to the relative amount of time to be given to these problems. Each principal must examine his own activities in terms of progressive theory and practice before deciding whether the time given to discipline should be reduced. Certainly, the consensus of expert opinion is that "discipline" should not be the principal's major administrative duty.

One of the first steps in reducing the number of maladjusted cases is to reduce the opportunities for misbehavior. Schools with many unnecessary rules and rigid requirements as to lines, use of building, and so forth will have many minor infractions due to the multiplicity of the restrictions. Another means of prevention is a well organized program of extra curricular activities in the nature of school plays, games, school papers, and pupil government. Through activities of this sort school morale may be developed and disciplinary problems greatly reduced.

The time given to "discipline" may be reduced by enlisting the full cooperation of the teachers in many problems of school control. Examples of group action are the teacher committees on extra curriculum activities, playground activities, character development, and school morale. These committees can assume responsibility for many minor cases of misbehavior and can aid in developing a policy designed to prevent the occurrence of similar difficulties.—*Research Bulletin of N. E. A.*

ATHLETIC DICTIONARY.

Athlete—One who has many college offers of free tuition and spending money. A Beau Brummel of the co-eds. A temperamental individual with big biceps. The chief advertising medium of the home town.

Bum—An official who calls a foul on the favorite. An umpire who prevents a tie score by calling a man out at home plate. Often preceded by the adjective big and accompanied by expletives and pop bottles.

Czar—Any executive who acts without

first asking the whoopee boys.

Drub—A sports term meaning to get sloughed or mopped. To beat a basketball opponent in a slow breaking game by more than two points.

Earful—That which the coach gives a basketball player when he takes a long shot and doesn't make it.

Fan—A follower of teams who has a severe case of *dementia vociferosis*, high blood pressure and a natural ability to see fouls on the opponent team. Often preceded by the adjective rabid.

Gullible—Prone to believe anything that appears in print, especially if an attack is made on anyone in authority.

Huddle—The close harmony formation of a team about to attempt to go somewhere. The favorite pose of a moon-struck couple in a corner of the study hall. The position of the occupants of an open collegiate car in a pep parade.

Record-breaker—Delivery boy in a phonograph shop.

Chewing the Fat—Favorite pastime of officials and coaches. Game gossip made up largely of such terms as if, as and when. The proving ground for young coaches where version of paradise and Gehenna are experienced.

Champion ball carrier—Atlas.

Lucky Stiff—Any coach who stays longer than one year with a losing team. Also the player who tries a forward pass on an end run signal and makes it.—*Illinois High School Athlete.*

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Games for the Group

Christmas Carols.

Almost everyone likes to sing, and at Christmas time especially. If the party is the least bit informal, there should be a time for carol singing. Any good community song book will have many of the best of these songs. The following are suggested. Select your favorites.

Silent Night.
The First Noel.
Luther's Cradle Hymn.
God Rest You Merry Gentlemen.
It Came Upon a Midnight Clear.
We Three Kings of Orient Are.
Hark, the Herald Angels Sing.
Joy to the World.
O, Little Town of Bethlehem.
The Christmas Song.
Angels from the Realms of Glory.
While Shepherds Watched.
O, Come All Ye Faithful.

Cake Contest.

These names may be mimeographed ahead of time, or just dictated to the crowd while they write them down. Each one represents the name of a well-known cake.

1. A color. (Answer—White cake.)
 2. Caramelized saccharine.
 3. A boy's plaything.
 4. The cake for heaven.
 5. Part of a bird.
 6. A woman, and an eastern city.
 7. What makes flowers grow.
 8. Monkey's baseballs.
 9. Refrigerator.
 10. A fruit and the top of milk.
 11. A unit of weight.
 12. The chief executive.
 13. Like a boy standing on his head.
 14. Slang for flattery.
 15. Imp's diet.
 16. A garden tool.
1. White. 2. Burnt sugar. 3. Marble.
 4. Angel's food. 5. Feather. 6. Lady Baltimore. 7. Sunshine. 8. Cocoanut.
 9. Ice-box. 10. Orange cream. 11. Pound.
 12. President's. 13. Upside-down. 14. Applesauce. 15. Devil's food. 16. Hoe.

This is good for a tea or program where there are a good many mothers, as they will enjoy guessing in their own field. A cake is a good prize for the one most nearly correct.

The Indian Trail.

By GEORGE GAUTIER.

Learn The Indian Trail. It is similar to a treasure hunt, yet it is different enough to be popular.

First thing, get up a simple code. The one I am giving you can be used but an ingenious mind can easily make one that is far more puzzling.

Here's the easy code:

A — is — W	N — is — G
B — is — Z	O — is — Q
C — is — P	P — is — U
D — is — K	Q — is — J
E — is — C	R — is — T
F — is — R	S — is — V
G — is — I	T — is — A
H — is — D	U — is — F
I — is — X	V — is — L
J — is — B	W — is — Y
K — is — S	X — is — O
L — is — M	Y — is — N
M — is — H	Z — is — E

Now, if you have few people in your party, you can have a single trail for each player. In a big crowd, you can place two players to each trail and let them work together. Each trail is marked a certain way, and no player will have anything to do with any trails but his own.

For instance, for ten guests, and two players working together on each trail, you will have five trails, which you can mark as follows:

- Trail No. 1—Tomahawk
- Trail No. 2—Head Feathers
- Trail No. 3—Moccasins
- Trail No. 4—Bow and Arrow
- Trail No. 5—Tepee

All messages must be hidden in various spots, and each must bear the sign of the trail the player is following, as the player might be on the wrong trail, and not reading the correct message.

For instance, suppose you are following trail No. 5, which bears the sign of a tepee. Your cardboard will have that sign on it. Beneath the sign will be the code I just gave you above, or your code. You will use this code to read all messages. This card will tell you where to find the next sign on the trail. It must be written in code, for instance, something like this:

"Next sign under living room rug."
("Gcoa vxig fgkct mxlxgi tqqh tfi.")

After you have figured out this code message, read the direction to find the next message:

"Look on table by hall mantelpiece."
Look there, and when you find a card bearing the tepee, you are on the correct trail. There may be other cards there, also.

And so it goes, as long as you choose to make the game by hiding code and trail cards in odd places.

Of course, if ingenious, you can work out a different code for each trail, which is indeed mystifying.

Figure out each trail to lead in a different direction, and to different places, although lots of fun comes out of hiding two or three messages of different trails in the same hiding place. This makes the hunters or players exercise great care in getting the message that bears the sign of their trail.

The last message always bears a password to that particular trail. Use any name you care to, for instance:

"King—Queen—Jack—Prince—Earl."

When the hunters or players have successfully worked out their trail passwords, prizes may be given.

Sometimes prizes themselves may be hidden, after the pass-word has been located. The player presents the password to the hostess, and she gives him another message in code, telling where prize is located.

Hoop Games.

LOIE E. BRANDOM.

HOOP PRISONER'S BASE.

Divide the players into two equal and opposing camps. Also divide the ground into two equal parts, with a fort marked off at the farther end of each side. Five hoops are placed in each fort which the soldiers of the opposing camp try to capture. Every player who safely reaches the fort in his enemy's territory may

carry off a hoop and not be molested on his return trip, but if caught in the enemy's territory before reaching the fort he must remain a prisoner at the fort until rescued by one from his own side. No hoop may be captured by a side while any of that side remains prisoner. The battle is won by the side which first captures all the hoops.

ROLLING HOOP TARGET.

A broomstick, wand, or straight stick of any kind (one for each player) and a medium size hoop are all the equipment necessary for this game. The players line up in a row about five feet apart. Another player stands at one end of the playground and sends the hoop rolling the full length of the space covered by the players. As the hoop passes him, each player in turn tosses a bean bag through it. Each bag that successfully goes through the hoop scores a point for the thrower. The player first scoring ten points, wins.

HOOPS THREE.

Place three hoops on the ground, the largest one on the outside, a smaller one next and a still smaller one in the center. The inner hoop should not be more than two feet in diameter and the outer one six feet. However, smaller hoops may be used. Mark off a throwing line well back from the hoops and provide three bean bags, or smooth stones, which the players take turn about throwing at the target. If the object thrown lands within the inner circle the player scores 15 points, the next hoop counts 10 and the outside one 5. The player who has the highest score at the end of six rounds, wins the game.

HOPPY WANTS A HOOP.

This game is played just like "Pussy Wants a Corner," except hoops are used instead of corners. Have one less hoop than there are players and place them on the ground not too far apart. The extra player calls "Hoppy wants a hoop," when all the players standing in hoops must change to other hoops, giving the leader an opportunity to secure a hoop for himself. The one left out then becomes Hoppy. Caution them to step high, so as not to trip on the edge.

HOOP ARCHERY.

From the limb of a tree suspend a small hoop, or a larger one if the wind happens to be blowing. Toy bows and arrows are used with which to shoot through the hoop and the one scoring the largest num-

ber of hits, wins the game. If there should be enough wind to make the hoop swing about, the game will be still more exciting.

MUSICAL HOOPS.

If a victrola, harmonica, or other musical instrument is available this game may be played. Select a leader. Place the hoops on the ground, using one less hoop than there are players, including the leader. As a lively march is played on the musical instrument, the players march about, in and out, among the hoops until the music stops, the leader marching with the rest. When the music stops suddenly, each player must be found within a hoop and no two players in the same hoop. The one who has not succeeded in obtaining a hoop in which to stand must drop out of the game, one hoop is removed, and the music goes on as before. The game continues until only one player is left, who is pronounced winner.

VALUES OF COMPETITIVE ATHLETICS.

COACH ROBERT C. ZUPKE
University of Illinois

Intercollegiate and interscholastic athletics are the one thing the American universities practice that the parent universities of Europe did not. Intercollegiate activities in America have developed to such an extent that their opponents claim over-emphasis for them. Because the American boy practices his athletics with such ardent enthusiasm that a parallel cannot be found in Europe, a maladjustment between athletics and scholarship is claimed.

The enemies of this extra curricular activity hold that the game has fathered all kinds of evils, such as proselyting, student migration, campus hysteria, commercialism, spectatorism, huge stadiums, and "over-emphasis." In the meantime they overlook the good points of this activity. This whole structure, built about the athletic games, came at first from nowhere, and grew like Topsy. The youth of one community desired to play those of another. At the beginning the students managed these activities themselves but so unsuccessfully that the faculty of the majority of institutions decided to take control. In the meantime the half-back, the quarter miler, the star basketball shot, and the hard hitting baseball player became heroes of the boy world and supplanted Diamond Dick, the James brothers, Old Sleuth, and Nick Carter.

Competitive athletics became the basis of a virile literature which championed the preservation of biological urges. The gymnasium became a gathering place for the youth of the town to vie with objectionable rendezvous.

The stadiums taught the ethics of sportsmanship to thousands at a time by the way of deeds and not merely words. Our young men learned to talk in terms of health, courage, clean bodies and wholesome diets. Provincialism, so easily developed in the detached localities, and centers of education which have a tendency to isolate themselves, and grow within their walls, has to a considerable extent been destroyed by intercollegiate athletics. The students soon learned something of the inevitable alterations of life when they were forced to see their heroes in defeat as well as in victory. Football, especially, has made the nation college conscious and has helped to bring these institutions in direct contact with the outside world—Department of Superintendence, N. E. A., Detroit, Mich., Feb. 26, 1931.

DIPLOMA VALUE.

Many schools buy high priced diplomas. The assumption seems to be that they should be made substantial and worthy of great care—cherished as precious heirlooms and preserved among valuable papers. But many graduates do not appreciate diplomas, no matter how costly may be the materials of which those diplomas are made nor how costly to the graduate has been the schooling which he has completed. Even colleges have literally thousands of diplomas that accumulate year after year only to remain unclaimed by their owners.

MARIONETTES AND HOW TO MAKE THEM

This is a full scale drawing for an 18-inch marionette. Every detail is shown, how to make the head, body, hands, legs, controls, etc. Price \$2.50.

This is not a book but a drawing (blue print) such as is used in our own shop when making marionettes for America's leading puppet men.

Write for 24-page illustrated catalogue of puppets and Puppet History, 10c (stamps).

FRANK MARSHALL

5518 So. LOOMIS BLVD.

CHICAGO, ILL.

Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

One Christmas I Remember.

The student body will be interested to hear about the childhood Christmas experiences of well-known elderly people of the community. Ask them to speak five minutes. (Of course, they will use fifteen, at the least!)

If arrangements can be made for those people to appear in person, the school should help them to understand what is wanted and see to it that their assignments are pleasant and convenient for them to carry out. A number of prominent elderly men and women scheduled for such a program will make an attraction which will extend far beyond the student body. It will bring guests to the assembly. It will make material for a fascinating article in the school paper.

If the persons who are needed for such a program will not consent to speak to the school, students may be assigned to interview them and to tell their stories. Such a program offers a multiplicity of opportunities for student projects. From it a school may expect to gain knowledge, entertainment, and good will.

Caps in School Colors.

School colors are seldom worn nowadays. But almost every student would wear a clever felt cap, made in school colors, with the school initials on it. Holders of athletic season tickets are given these caps when they pay for the ticket, and it delicately shows which of the students are holders of season tickets.

Making Your Christmas Candies.

By BESSIE E. PRYOR.

Simple, wholesome sweets can be made at home as Christmas dainties quite inexpensively, and if packed into pretty boxes, bags of crepe paper, odds and ends of fancy materials, or in little gift or raffia baskets, they make acceptable Christmas presents. Girl Reserves can sell these in a downtown store a few Saturdays before Christmas.

FRUIT OR NUT CHOCOLATES.

These may be made with French plums, raisins, dates, slices of dried figs, glace cherries, crystallized ginger, pineapple, or any crystallized fruits, blanched almonds, walnuts, or any nuts, in fact.

To prepare the fruits: Stone the French plums, dates, or raisins, and insert half a blanched almond or walnut, or a little chopped crystallized ginger or pineapple in each, in place of the stones. Wash the figs, dry with a cloth, and cut them into neat slices. Wash all loose sugar from the glace or crystallized fruits, in very hot water, dry them with a cloth. Cut the ginger, pineapple, or any large fruits into neat pieces. Cherries may be used whole. Shell all nuts, put the kernels into boiling water for a few minutes, then remove the brown skins. When ready, coat these foods with chocolate, and place them in an oiled tin or dish to dry.

To prepare the chocolate: Proper coating chocolate is required and can be procured at most large stores, either sweetened or unsweetened. The former is the easiest for amateurs to use.

Cut the chocolate into small pieces, put these into a small pan containing boiling water. Put the pan over a low heat and stir the chocolate with a wooden spoon until it is melted. Do not let any water splash into the chocolate from the outer pan, or on no account let it become too hot, or the chocolate will look dull. Remove the inner pan occasionally from the fire. When the chocolate is liquid, dip the prepared fruits or nuts, one or two at a time, into it, and lift them out with a two-pronged fork. Place them on an oiled dish or tin and leave until dry.

Remove the pan from the fire while coating the sweets. Should the chocolate harden before the sweets are finished, melt it again as above.

UNCOOKED FONDANTS MAKE EXCELLENT SWEETS.

To make: Break the white of an egg into a basin, add a tablespoonful of lemon or orange juice, or water flavored with fruit essence. Mix these, then gradually stir in about one pound of icing sugar,

previously rubbed through a hair sieve. Mix well. The mixture should be pliable enough to mold easily. If too dry, add a few drops more liquid; if too moist, add more sugar. Knead well.

To use: Flavor and color the cream to taste; roll into small balls and coat with chocolate. Put half a blanched almond or walnut on each side of the ball of colored fondant, and press them firmly together.

Insert a ball of cream in the center of prunes, dates, or raisins, or between some slit glazed cherries. Angelica stalks may be added to the cherries.

Mix chopped nuts with the cream, color half pink or green. Roll out an inch thick, and cut into squares. Put into small paper cases.

Original Christmas Greetings.

Students can easily be brought to see the worth of original greeting cards over those that are bought for a pittance and laid aside with hardly a thought. The cost of printing personal greeting cards is not great, but the value to both giver and receiver is immense. Especially personal are the hand-decorated cards.

This offers an idea for a homeroom project. Here are some Christmas and New Year's greetings which resulted from such a project carried out:

At Christmas time I think of you;
Our friendship makes me do it.
I would not fail to tell you so,
Because I thought you knew it.

Among my 1931 blessings I count your friendship. With the promise of its continuation, I am ready to face the uncertainties of 1932.

The Daddies' Operetta.

ARLEA BAIN.

Any school anywhere could present this operetta if there is an energetic parent-teachers' association. In our city it was a huge success and the children's, followed by the Daddies', netted the school close to five hundred dollars.

The children's operetta came first. It could be any one of a number that may be purchased at any music store. This was the story of "Little Mustard Seed."

Little Mustard Seed was scorned by all the other flowers in the garden. There were daffodils, columbine, pansies, roses and buttercups. The little boys were

dressed in dark coveralls, like gardeners. Each group did individual dances and sang. Then Little Mustard Seed did a dance all alone.

The costumes, colors, folk dances and singing made it a delightful program. It was an operetta that used about fifty pupils, and naturally all the parents attended.



MISS COLUMBINE

MISS MUSTARD SEED

Then the Daddies had their Big Idea. They decided to duplicate the children's operetta and do it themselves. Imagine a six-foot daddy, slightly bald and with curves in the wrong places, dressed in pink crepe paper and doing a toe dance!

One daddy did Little Mustard Seed and it was the height of artistry. He had been on the stage and was still youthful enough to look girlish, and his dance and song brought down the house.

Then a resourceful newspaper man wrote some continuity for a schoolroom scene, which was a take-off on the usual room. They had a teacher and a room full of students. Present were the large blond who tried to flirt with teacher, the big bully, the smart boy and all. This gave an opportunity to spring some good jokes, also.

Everyone attended this show. They sold out the two nights they had intended to give it and then by popular request gave a third performance. Their pictures were in all the local papers. No one could miss seeing these daddies between slim and twenty to fat and forty cavort about in abbreviated crepe paper and the daddies had the most fun of anyone.

Book Shelf

For the convenience of our readers we offer this list of books of various publishers. We do not say that these are all the good extra curricular books, but we do say that all these extra curricular books are good. In time and with the help of our friends we hope to add other worthy numbers to this list.

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book to *All School Activities* and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra-curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

Thrift Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. This book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

MUSIC ACTIVITIES

The Everybody Sing Book, edited by Kenneth S. Clark. A real American collection of songs for group singing in school, home and community. It includes a wealth of traditional favorites, hymns and carols, negro spirituals, close harmony numbers, old time popular songs, greetings, stunt songs, and glee club selections. It gives words and music for over 175 songs—all popular favorites. Price, 25c. Price per hundred, \$20.

The Golden Book of Favorite Songs. This is a popular and widely known song book. Its exceptional merit and low price make it suitable for schools of all kinds and for community singing. It contains a choice selection of popular songs for all ages and for every occasion. Price, 20c; per doz., \$1.80.

The Gray Book of Favorite Songs. This is a companion book to the *Golden Book of Favorite Songs* and it is gaining similar wide popularity. It is a collection of songs selected especially for assembly singing. It contains popular hymns, negro spirituals, songs of early days, sea songs, stunt songs, rounds, songs for special day, unison songs, and songs for male voices. Price, 20c; per doz., \$1.80.

ATHLETICS

Athletic Dances and Simple Clogs, by Marjorie Hillas and Marian Knighton. This is a book of simple athletic and clog dances for the modern boy and girl. These dances include something of the stunt quality, but with sufficient character for the dancer to acquire accuracy of movement, poise, control, and relaxation. It is illustrated with 42 photographic reproductions. Price, \$2.

88 Successful Play Activities, a compilation of play activities recommended by the Playground and Recreation Association of America. It includes competitive events with handicraft articles, old time games, shows, exhibits, athletic activities, art activities, music activities, dramatic activities, and miscellaneous special activities. It has 128 pages in paper binding. Price, 60c.

Handbook of Athletics for Coaches and Players, by Graham Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—baseball, track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major departments of school athletics. Price, \$1.80.

Intramural Athletics, by Elmer D. Mitchell. This book shows how a system of athletics that will include large numbers of a student body can be introduced and carried on. It is the highly satisfactory result of the author's years of investigation and experience. It makes possible in every school benefits of athletics to those students who need them most. Price, \$2.

Intramural Athletics and Play Days, by Edgar M. Draper and George M. Smith. This is a handbook of intramural athletic activities. It gives a clear, concise view of the field, also definite ideas on organizing and directing an intramural program of athletics. It extends its treatment of intramural games and play days to include the interests of girls as well as boys. Price, \$1.

My Basket-ball Bible, by Forrest C. Allen. This book occupies an important place in the literature of sports. The author is widely known and immensely popular. Backed by seventeen years coaching experience with fifteen championships, Dr. Allen speaks with authority. No school with basketball interests can afford to be without this book. Price, \$4.

Play Days for Girls and Women, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and well illustrated. Price, \$1.60.

Practical Football, by Guy S. Lowman. This treatise on football represents the wide and successful experience of its author. It is a textbook in football. It stresses the fundamentals of the game and the best methods of teaching them. Many athletic directors of colleges as well as high schools regard this book as one of the very best available in its field. Price, \$3.

Recreative Athletics, prepared by the Playground and Recreation Association of America. This book contains more than two hundred pages printed in small type. It gives literally hundreds of practical suggestions for programs of recreative athletics, games, and sports. A most excellent and complete book. Price, \$1.

Recreational Games and Programs, by John A. Martin. This is a compilation of over two hundred games selected by the National Recreation Association. Some of the games are old ones. Many of them are new. All of them are worthy of a place among the best. All directions are given concisely but in sufficient detail to make direction of the games easy. Price, 50c.

Team Play in Basketball, by J. Craig Ruby. This book is particularly noted for its treatment of systems of play. By scores of drawings and illustrations it points out for the coach systems of play to aid his own team and to defeat the systems of the opponents. It may be thought of as an advanced course in basketball coaching. Price, \$2.50.

The Psychology of Coaching, by Coleman R. Griffith. This book is the product of a psychologist's excursions into the field of athletic competition. It points out in a convincing and interesting manner the fundamental principles underlying the behavior of people as it bears upon the work of coaching. Every coach of competitive athletic contests should have this book. Price, \$2.

The Science of Basket Ball, by Walter E. Meanwell. This is a standard text. Just as its author has been an outstanding coach, so has his book been an out-standing book. Its diagrams, illustrations, and clear, interesting, authoritative discussions make it a classic. Price, \$3.50.

The Technique of Basket Ball Officiating, by James R. Nichols. This is a book that should come into the possession of every basketball official. It tells him just what he needs to know and reminds him of just what he should remember. It is interesting, authoritative, and complete. Its value can not be estimated for one who referees. Price, \$1.50.

SCHOOL DRAMATICS

Dramatics, by Pearle Lecompte. Here is a book that gives in a condensed and interesting way the methods and technique of leadership in dramatics in the secondary school. It is definite, concise, practical, and authoritative. This should be one of the first books to be made available to the director of dramatics. No book in the field offers a greater value. Price, \$1.

Runnin' the Show, by Richard B. Whorf and Roger Wheeler. This is a book of instructions for the amateur stage director. It solves problems of scenery, stage lighting, and miscellaneous stage light and sound effects. It gives sixty illustrations and tells in an interesting and understandable manner the many things an amateur stage director should know. Price, \$1.

Time to Make Up, by Richard B. Whorf. In this book the author, who is an art director and actor, gives a clear description of every phase of the art of make-up. He tells what materials are necessary and describes the methods of using them to obtain any desired effect. The author's clear, concise style of writing and his many pen and ink sketches make this book simple and fascinating, as well as accurate and complete. Price, \$1.25.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Handy, by Lynn Rohrbough. This book has, in a very few years, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50.

Handy II, by Lynn Rohrbough. This new Church Recreation Service book has promise of such wide popularity as its companion, **Handy**. The following section titles will give some idea of the contents of the book: Program Sources, Socializers, Games of Skill, Big Times in Small Places, Table Fun, Treasures from Abroad, Singing Games, Rhythmic Mixers, Quadrilles, Folk Songs. Price of loose-leaf edition, \$2.50.

SCHOOL PUBLICATIONS

Student Publications, by Geo. C. Wells and Wayde H. McCalister. The teachers and students in charge of school publications will find this a practical handbook. It is definite yet broad in its scope. Chapters are given to the school newspaper, the student handbook, the yearbook, the student magazine, and other publications. Price, \$1.

PROGRAMS AND ENTERTAINMENTS

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

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Federal Office of Education facts show that the average American boy or girl of 1931 receives two more years of schooling than the average boy or girl of 1914; that he is one of a class of 30 pupils,

while his father's 1910 class had 34 pupils; that his chances of going to high school, which were but 1 in 10 in 1900, are now fifty-fifty, and his chances of going to college are 1 in 6.

Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.
 For the ENTERTAINER who needs jokes and other humorous material out of which to produce comedy acts.
 For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

"A good example of chaos," remarked Brun, as he seated himself in the quick lunch room. "Just listen to the crash-bang-rattle behind those swinging doors that lead into the kitchen."

"Chaos is right," agreed his friend Schweiger. "And our waiter is the chap that brings the order out of it."—*The Pathfinder*.

Boss: "Business is a little dull, Ole; I must lay you off."

Swede: "Oh, I wouldn't do that. It don't take much to keep me busy."

SOME MEAN PUNCHES.

Street Brawler: "Look 'ere, my friend, let me tell you this: When I 'its a man 'e remembers it."

The Other: "O, 'e do, do 'e? Well, when I 'its 'im, 'e don't."

Mr. Whitson: "I should like you all to take more pride in your personal appearance. Now, you, Charles, how many shirts do you wear a week?"

Charles: "Do you mean how many weeks do I wear a shirt?"

"Here comes the parade, and your Aunt Helen will miss it. Where is she?"

"She's upstairs waving her hair."

"Mercy! Can't she afford a flag?"

"Did you hear that Balboa is earning \$20 a night playing his fiddle? Just think—\$5 a string."

"He ought to learn to play the harp."—*The Pathfinder*.

MacDonald: "That's a poor blade you've got on your safety razor, Sandy."

MacTavish: "Well, it was good enough for my father and it's good enough for me."

Teacher: "Myrtle, what was the Mayflower Compact?"

Myrtle: "I don't know, but I think it is what the ladies carried their powder in."

WHAT'S A CLOTHES-HORSE?

Smith: "Say, Brown, do you know what a nightmare is?"

Brown: "No, I don't. I never had one. Do you know?"

Smith: "Yes, a milkman's horse."

Bill, the hired man, asked little Freddie to pass the salt. Looking at his mother first, Freddie asked:

"Shall I give Bill the salt? Daddy said he wasn't worth it."—*The Pathfinder*.

THIS CRUEL WORLD.

"After I'd sung my encore, I heard a gentleman from one of the papers call out, 'Fine! Fine!'"

"Dear me! And did you have to pay it?"

Teacher: "Why haven't you been at school this week, Johnny?"

John: "I had the chimney disease."

Teacher: "What is that, Johnny?"

John: "The flu."

ANOTHER FARM RELIEF SCHEME.

Farmer: "No, I wouldn't think o' chargin' ye fer the cider. That'd be boot-leggin'—an' praise the Lord, I ain't come t' that yit. The peck of potatoes 'll be five dollars."

Lecturer: "Allow me, before I close, to repeat the words of the immortal Webster—"

Farmer Podsnap: "Lan' sakes, Maria, let's git out o' here. He's a-goin' ter start in on the dictionary."—*The Pathfinder*.

BEFORE SIGNING OFF.

Three-year-old Nancy's father had installed a new radio. Nancy listened with rapt attention to everything, music, speeches, and station announcements.

That night she knelt to say her prayers. At the end she paused a moment and then said: "Tomorrow night at this time there will be another prayer."

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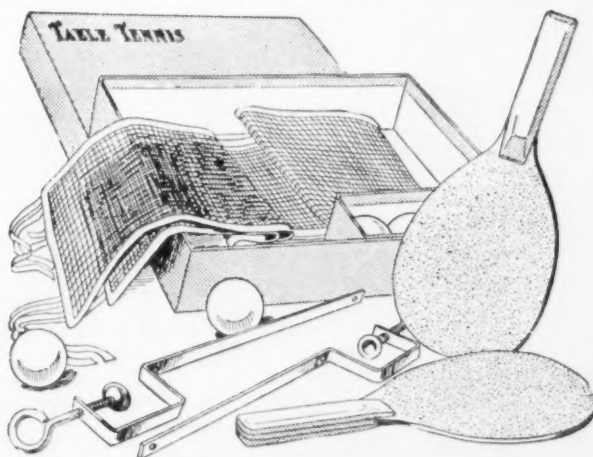
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THE DELTA CLUB



General Nature

The CLUB was founded by teachers in the active service of the profession. It is a democratic organization that operates without financial profit to further the advancement of educational ideas of a practical nature among its members. It promotes intercourse, co-operation, and the feeling of fellowship among its members, particularly through school activities. The CLUB is interested in the diffusion of activities for the school through its membership.

Membership

The membership of the CLUB is limited to men and women teachers of the white race in public or private school work, who are directors of some school activity. Seniors or Juniors in the school of education of any accredited institution may be elected to membership.

Annual Awards

The Annual Awards are to be presented to the teachers or students, who, upon proper application, make the most outstanding contribution to the profession in the field of extra-curricular activity. In making these awards, particular consideration will be given to those individuals who contribute a new activity for school work.

For the present, the Annual Awards are to be "The Distinguished Service Key" of the Society. As the funds of the organization increase, it is proposed that the Annual Awards will be given in the form of Summer School Scholarships of \$200.00 each. An announcement of the awards will be made through the press or by a personal letter. The winners of the Awards need not necessarily be members of the Society. The winning awards will be published in SCHOOL ACTIVITIES MAGAZINE.

Invitation

This invitation is extended to all active teachers in the profession who can meet our membership requirements. Junior and Senior students in the school of education of any accredited institution of learning who desire to organize a local chapter are also eligible for membership.

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